

Durham Research Online

Deposited in DRO:

08 December 2016

Version of attached file:

Other

Peer-review status of attached file:

Peer-reviewed

Citation for published item:

Sadanandaswamy, M. and Searle, R. F. (2010) 'Role of ultrasound in teaching anatomy to first/ second year medical students.', *Medical education.*, 44 (S4). p. 3.

Further information on publisher's website:

<https://doi.org/10.1111/j.1365-2923.2010.03782.x>

Publisher's copyright statement:

Additional information:

Abstracts of the 7th Asia Pacific Medical Education Conference (APMEC), National University of Singapore, Singapore, 4-8 February 2010.

Use policy

The full-text may be used and/or reproduced, and given to third parties in any format or medium, without prior permission or charge, for personal research or study, educational, or not-for-profit purposes provided that:

- a full bibliographic reference is made to the original source
- a [link](#) is made to the metadata record in DRO
- the full-text is not changed in any way

The full-text must not be sold in any format or medium without the formal permission of the copyright holders.

Please consult the [full DRO policy](#) for further details.

Role of ultrasound in teaching Anatomy to first/ second year medical students.

Ultrasound demonstration of living anatomy has been used as a supplement in undergraduate cadaveric anatomy teaching to reinforce their anatomy knowledge and its importance in clinical practice. Ultrasound was incorporated into dissecting room session of upper/lower limb anatomy. Twenty-four first year graduate entry (A101) medical students and 121 second year (A100) medical students were included. A100 group were demonstrated with/without line diagrams whereas A101 group had the benefit of cross-sectional anatomy images along with line diagrams. Questionnaires were distributed and qualitative data was analysed using 2 proportion Z test and Fischer's exact test. 78% of A101 and 63% of A100 students found the teaching useful/essential. A101 group had statistically significant positive responses for identifying bone (91.67% versus 70%, $P = 0.02$), vessels (91.67% versus 54.4%, $P = 0.001$) & nerves (45.83% versus 12.60%, $P = 0.001$), finding line diagram useful/essential (95% versus 55.10%, $P = 0.001$) and being able to translate most/all of the structures on line diagram (61.90% versus 36.61%, $P = 0.03$) when compared with A100 group. Similar trend though not significant was obtained for identifying muscle (62.5% versus 51.67%, $P = 0.33$) & tendons (45.83% versus 31.67%, $P = 0.18$). Majority of students found ultrasound as a useful tool in anatomy teaching. A101 group had better results probably because they had the advantage of having cross-sectional anatomy images with line diagrams. Ultrasound could act as a useful adjunct in teaching anatomy and its relevance to medical students. It also enables them to develop skills in interpreting normal ultrasound images/machine which they will encounter in clinical medicine.